

Special Edition
Graduation Day
22 - 23 October 2011



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Dean's Message

Dear UNIMAS graduate students,



It is my pleasure to welcome you to this special edition of our WartaPasca, which coincide with our Convocation Week for 2011. This year's graduation ceremony also sees this gracious annual event to be held in our brand new Dewan Tunku Abdul Rahman in the West Campus for the first time.

The first six to seven months of this year have been very hectic, starting with our relocation to our own original building in the East Campus in January, after only 4 years at the Chancellery in the West Campus. Currently, CGS is actively involved in promoting the MyBrain15 program to our graduate students, as instructed by the Ministry of Higher Education (MOHE). Recipients of the MyBrain15 scholarships enjoy the benefit of full payment of academic fees by MOHE to finance their studies at almost any higher institution in Malaysia.

Remember the i-GES scheme? It was a scheme created by our Datuk Vice Chancellor to provide cash rewards to any international students who managed to coax their friends and countrymen to come and study in UNIMAS. CGS has identified at least 4 recipients of this scheme for this year and the award will be given during a Graduate Event which we planned to have by the end of 2011.

Last month, CGS has managed to formalize a new standard for the intake of first-class Bachelor students to our full time Master programs by research. Students with a CGPA of 3.7 or higher will be given a conditional offer to a PhD program, following which they need to present their work and progress after one year in order to remain as a PhD candidate. The 4th edition of the Graduate Studies Regulations is now available both at CGS and online, and students are advised to study and adhere to these guidelines.

With that note, CGS would like to Congratulate all our graduate students who will make it to the new stage at the Dewan Tunku Abdul Rahman in October for their graduation.

Thank You.



CONTENTS

- 02 WELCOME
- 03 THE PEOPLE BEHIND CGS 2011
- 04 CONVOCATION 2011 - DOCTOR OF PHILOSOPHY
- 05 CONVOCATION 2011 - MASTER
- 06 WHAT WE OFFER / ACADEMIC CALENDER SESION 2011/2012
- 07 CORPORATE MASTER IN BUSINESS ADMINISTRATION (CMBA)
- 09 SLUSE-M MASTER PROGRAMME
(MASTER OF ENVIRONMENTAL SCIENCE AND
MASTER OF ENVIRONMENTAL MANAGEMENT)
- 11 FILED WORK OF THE SLUSE PROGRAMME
- 13 APPLIED ENERGY STUDIES AT UNIMAS
- 14 TAKING POSTGRADUATE STUDENTS THROUGH THESIS EXAMINATION
- 15 MUSHROOMS: GOOD, BAD & UGLY (PROF DR VIKINESWARY SABARATNAM)
- 16 WHY ARE WE NOT GETTING ENOUGH PhD STUDENTS?
- 17 A JOURNEY INTO THE HEART OF LIMBANG, SARAWAK.
COMMUNITY BASED RESEARCH FOR MASTER OF PUBLIC HEALTH
- 18 SNAP SHOTS
- 23 WELCOME NEW STAFF
FAREWELL
CONGRATULATION

THE PEOPLE BEHIND CENTRE FOR GRADUATE STUDIES 2011



611986177



Low Tek Yew
Faculty of Cognitive Sciences and
Human Development

Field of Study:
Human Resource Development

Title of Thesis:
Antecedents of Affective Organizational
Commitment and Turnover Intention of
Academics in Selected Private
Universities in Malaysia



Oliver Ngodo
Faculty of Cognitive Sciences and
Human Development

Field of Study:
Leadership Study

Title of Thesis:
Transformational Leadership as Cause of
Positive Outcomes in Organisations



Muhammad Mohsin Butt
Faculty of Economics and Business

Field of Study:
Marketing

Title of Thesis:
Adolescents Attitude Formation and
Magnitude Towards Target and Non
Target Ethnic Advertisements



Md. Rezaur Rahman
Faculty of Engineering

Field of Study:
Advance Materials

Title of Thesis:
Sustainable Wood Polymer Composites
Improvement Based on Conventional
and Nanotechnological Approaches



Jong Lip Khiong
Faculty of Resource Science and
Technology

Field of Study:
Plan Ecology

Title of Thesis:
Clonal Propagation of *Dryobalanops*
beccarii Dyer and *D. rappa* Bec. by
Rooting of Cuttings and Tissue Culture



Wijaya Kusuma
Faculty of Science Social

Field of Study:
Sosiologi Antropologi

Title of Thesis:
Pergeseran Pola Interaksi Sosial antara
Etnis Madura dengan Etnis Melayu di
Kota Pontianak Propinsi Kalimantan
Barat



Cliffon Akoii anak Pangarah
Faculty of Medicine and Health Sciences

Field of Study:
Public Health

Title of Thesis:
The Relationship Between Diabetic
Patients' Health Beliefs and Medication
Adherence among Local Ethnic Groups
in Kota Samarahan and Sarikei



Rosli@Roslee Bin Abas
Faculty of Cognitive Sciences and
Human Development

Field of Study:
Human Development

Title of Thesis:
Antecedence of Learning Preference
Adult Learners Participating in
Community Development Programs
(KEMAS) in Sabah

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P.KHIDMAT MAKLUMAT AKADEMIK
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1000154317

FACULTY OF ECONOMICS AND BUSINESS

Master by Research

01. JEE TECK WENG

Master by Coursework

02. AGNES SABANG
03. ANGELINA CHAN WAN SIAN
04. AZIRA HANANI BT BERAHIM
@AB.RAHMAN
05. BENJAMIN SUNG LIK WEI
06. BONG SIN JOO
07. CATHERINE SENDON NGELINGKONG
08. CHA CHON HENG
09. CHEOW JEN HURN
10. CONSTANCE RINEN JUSTIN WAH
11. DAYANG NORAZEAN AWANG
12. DUNSTAN ANG SWEE CHOON
13. EDWINA ANAK MANDAK
14. HASLINA ABU BAKAR
15. JANE NGO SIOK ING
16. JAYEE TAN
17. LEE WEN CHIAT
18. LINDA THEN WEE MEI
19. LIU SU HUNG
20. PEGGY LOH YEE WEY
21. PUI SHEU WOAN
22. SAMUEL LIEW WEI SIEW
23. SYAHRIZAN JUNAINI
24. TAN YIN YIN
25. TERESA LIEW PHIT SIA
26. WEE TENG KEE
27. WERA ANAK LUKAM

FACULTY OF ENGINEERING

Master by Research

28. HO LEE LEE
29. LAI PHUI HUA
30. NGUI JIA LIN
31. PATRICK LOW TIONG KIE
32. SABRINA UMMI
33. THIAN KAH KIEN
34. TING SIE CHUN

Master by Coursework

35. MUHAMMAD SYUKRI IMRAN
@GOPAL GIMSON
36. SYAZIE NORDZAIMA
BINTI ALI MOHAMAD

FACULTY OF APPLIED AND CREATIVE ARTS

Master by Research

37. DAHLIA TAN BINTI ADBULLAH
38. MOHD ZAMINI BIN MOHD
NOR PEAH
39. RABUYAH BT HJ. BRAHIM

FACULTY OF SOCIAL SCIENCES

Master by Coursework

40. NGADAN SILLA DATU
41. RINGGIT ANAK DINGGAT

FFACULTY OF RESOURCE SCIENCE AND TECHNOLOGY

Master by Research

42. AFNI BINTI ALI
43. ANNY JONG
44. CHEN YI SHANG
45. CHIA SZE WOOL
46. CHRISTHARINA S GINTORON
47. CHUA SUK NGO
48. DYG HALIMAHTULZAHRAH
BT ABANG KAMALUDDIN
49. EILEEN ANAK LIT
50. FLORENCE LAIPING
51. FONG POOI HAR
52. FOUZIAH BINTI ALET
53. HAFIZAH BINTI BOOTY
54. KHO KAI LING
55. KHOH WAI HWA
56. LEE JONG JEN
57. LENNY NIYONG
58. LIM HONG CHANG
59. LING CHIAN YE
60. MERLINA MANGGI
61. MOHAMAD FIZL SIDQ RAMJI
62. MOHAMMED AKKBIK
63. MOHD ALHAFIIZH BIN ZAILANI
64. MOHD HANIF RIDZUAN BIN MAT DAUD
65. MUHAMAD IKHWAN BIN IDRIS
66. MUHAMMAD DZULHELMI
B MUHAMMAD NASIR
67. NOR SALMIZAR BINTI AZMI
68. NOREHA BINTI MAHIDI
69. NORLIANA MOHD ROSLI
70. NUR AIDA BINTI MD TAMRIN
71. NUR DIANA ANUAR
72. NUR KHAIRUN NISA'BINTI MOHD
SALLEHUDDIN
73. RIZOH BIN BOSORONG
74. RUBENA MALFIIA BIN KAMALDIN
75. SITI HASMAH BT TAHA
76. SITI MARIAM BINTI JAMALUDDIN
77. SURİYANTI SU NYUN PAU
78. WEE BOON HONG
79. WEE CHING CHING

Master by Coursework

80. CHRISTINA ANNETTE ANAK JINAM
81. KHO AI LING
82. KOLLISA ANAK JOHIA
83. RAINE MELISSA ANAK RIMAN
84. SITI ZUBAIDAH BINTI MAT TAHIR
85. TING JEN YI
86. ZULFAQAR BIN SAADI

CENTRE FOR LANGUAGE STUDIES

Master by Research

87. CH'NG LOOI CHIN
88. YEO JIIN YIH

FACULTY OF MEDICINE AND HEALTH SCIENCES

Master by Research

89. SITI KHATIJAH ZAKARIA

Master by Coursework

90. ASMAH BINTI RAZALI
91. AZIZAH BINTI AZHAR
92. DAYANGKU SITI RAFIDAH
BINTI PENGIRAN HASHIM
93. JOHNNY PANGKAS
94. NORHEZAN BINTI MOHD SERI
95. SHAMSUL KAMAL BIN ABD
LATIP@MOHD
96. TEH JO HUN

FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

Master by Research

97. AMY TIONG SIAW WEI
98. INA LAW MEI CHING
99. LANIE CHAN YEE WOON
100. LAU SIEW YUNG
101. LYDIA UBONG JAU
102. MICHAEL KHO KHIAN JUI
103. NG KUEH HUA

Master by Coursework

104. ABU BAKAR BIN POLI
105. ALPHA MANIK ANAK MALING
106. ANPU MALAR A/P PONNIAH
107. BANDONG BIN KUDANG
108. CAROLINE OLIVIA FABIAN
109. FLORENCE LEE XIAO TING
110. LO SIAW WEI
111. MICHAEL TENG LOONG ING
112. NADIA FATIHAH BINTI MASTAN
113. PANI ANAK IGOH
114. SITI AISAN BINTI WAKIJO
115. SITI NOOR HAIZAN BINTI MANARI
116. SUZILA FARNI BINTI
MAOHAMAD IBRAHIM
117. ZULINA BINTI KAMARULZAMAN

FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

Master by Research

118. LOH CHEE WAI
119. RABIUL ISLAM
120. ONABAJO OLAWALE OLUSEGUN

Master by Coursework

121. ANDING NYUAK
122. COLIN KUEH JUI SIEW
123. LAILA BINTI ABANG AHMAD
124. LIM PEK CHOO
125. ONGKIR ANAK LINANG
126. TAN CHEE KANG

WHAT WE OFFER

UNIVERSITI MALAYSIA SARAWAK

YOUR DOOR TO ENDLESS RESEARCH AND ACADEMIC OPPORTUNITIES

Postgraduate Programme by Research

UNIMAS has a wide range of PhD and Master degrees by research offered by our 8 faculties and 3 institutes. Currently, there are over 150 different area of studies in these research programmes.

- * Applied & Creative Arts
- * Biodiversity & Environmental Conservation
- * Cognitive Sciences & Human Development
- * Computer Science & IT
- * East Asian Studies
- * Economics & Business
- * Engineering
- * Health & Community Medicine
- * Resource Science & Technology
- * Social Sciences

Postgraduate Programme by Coursework

- * Corporate Master of Business Administration (CMBA)
- * Master of Advanced Information Technology (MAIT)
- * Master of Human Resource Development (HRD)
- * Master of Environmental Management/ Master of Environmental Science
- * Master of Engineering (Civil)
- * Master of Science (Learning Sciences)

5 REASONS FOR CHOOSING A POSTGRADUATE PROGRAMME AT UNIMAS

LOCATION

Strategically located, convenient and easy access to the airport and city-centre

RECOGNITION

Locally and internationally recognized

MARKETABLE SYLLABUS

Accredited, up-to-date and well constructed syllabus for Master Programmes by Coursework

STAFF

Acknowledged experts and senior academicians who are supportive and understanding

COST

Good value for money and worth your investment for future career

ACADEMIC CALENDAR SESSION 2011/2012

RESEARCH PROGRAMMES

1 st Semester		
Activities	Date	Duration
Registration for New Students	5 Sept 2011	On-going
Registration for Returning Students & Submission of Progress Report 2 nd Semester, 2010/2011	5 Sept. 2011 – 20 Sept. 2011	2 weeks
* Registration with first reminder and without fine	21 Sept. 2011 – 28 Sept. 2011	2 weeks
* Registration with final reminder and late registration fine RM50.00	29 Sept. 2011 – 7 Oct. 2011	1 week
* Student is given Suspension or Termination Status (Decision by Graduate Committee of Faculty/Institute/Centre & Graduate Studies Committee)	10 Oct. 2011	1 academic session/ candidature
Students Continue their Research Works	5 Sept. 2011 – 4 March 2012	6 months
2 nd Semester		
Activities	Date	Duration
Registration for New Students	5 March 2012	On-going
Registration for Returning Students & Submission of Progress Report for 1 st Semester, 2011/2012	5 March 2012 – 16 March 2012	2 weeks
* Registration with final reminder and late registration fine RM50.00	2 April 2012 – 6 April 2012	1 week
* Student is given Suspension or Termination Status (Decision by Graduate Committee of Faculty/Institute/Centre & Graduate Studies Committee)	9 April 2012	1 academic session/ candidature
Students Continue their Research Works	5 March 2012 – 4 Sept 2012	6 months

1. Progress report must be submitted every 6 months via online using eProgress Report at www.postgrad.unimas.my
2. Registration is at the Centre for Graduate Studies, East Campus, Universiti Malaysia Sarawak.

COURSEWORK PROGRAMMES

Activities	Date	Duration
Registration for New Students	06 – 07 Sept 2011 (Tuesday & Wednesday)	2 days
Registration for Returning Students	08 – 09 Sept 2011 (Thursday & Friday)	2 days
1 st Semester		
Activities	Date	Duration
Lectures ¹	12 Sept 2011 – 30 Oct 2011	7 weeks
Mid Semester Break	31 Oct 2011 – 06 Nov 2011	1 week
Lectures ²	08 Nov 2011 – 25 Dec 2011	7 weeks
Revision Week	26 Dec 2011 – 01 Jan 2012	1 week
Examination Weeks ³	02 Jan 2012 – 15 Jan 2012	2 weeks
Semester Break ⁴	16 Jan 2012 – 05 Feb 2012	3 weeks
2 nd Semester		
Activities	Date	Duration
Registration for Returning Students	01 Feb 2012– 02 Feb 2012 (Wednesday & Thursday)	2 days
Lectures	06 Feb 2012 – 25 Mac 2012	7 weeks
Mid Semester Break	26 Mac 2012 – 01 Apr 2012	1 week
Lectures ⁵	02 Apr 2012 – 20 May 2012	7 weeks
Revision Week	21 May 2012 – 27 May 2012	1 week
Examination Weeks ⁶	28 May 2012 – 10 Jun 2012	2 weeks
Semester Break	11 Jun 2012 – 24 Jun 2012	2 weeks
3 rd Semester		
Activities	Date	Duration
Registration for Returning Students	21 Jun 2012 – 22 Jun 2012 (Thursday & Friday)	2 days
Lectures	25 Jun 2012 – 19 Aug 2012	8 weeks
Examination Week	20 Aug 2012 – 26 Aug 2012	1 week

Note:

- o Regiesration is at the centre for Graduate Studies, East Campus, Universiti Malaysia Sarawak.
- o Public Holiday (Dates may be subjected to Alteration):

1. 16 September 2011
26 October 2011
Hari Malaysia
Deepavali
2. 06 & 07 November 2011
27 November 2011
25 December 2011
Eud Al-Adha
Maal Hijrah 1432 Hijrah
Christmas
3. 01 January 2012
New Year
4. 23 & 24 January 2012
05 February 2012
Chinese New Year
Prophet Muhammad's Birthday
5. 01 May 2012
Labour Day
6. 01 & 02 June 2012
Gawai

Corporate Master in Business Administration (CMBA)

Dr Lo May Chiun
CMBA Programme Coordinator

2. What are the benefits of CMBA compared to an undergraduate business degree?

The CMBA programme is to be able to teach students ability to develop analytical skills to identify, analyze and resolve problems faced in management and business. Another strong point of an MBA is that it can help graduates to advance in their careers. It can lead to a career change as the CMBA is considered as a management degree and can prepare graduates for management-level positions. Good management is needed in every industry, and an CMBA gives graduates the flexibility to move across industries. CMBA programme will further graduates business skills, and provide them with a foundation of knowledge on which to build. CMBA graduates will acquire a good understanding of leadership, marketing principals, financial matters, and how to conduct international business.

3. What are the teaching methods employed at the CMBA level?

UNIMAS employ a variety of teaching methods, such as lecture, case study, group projects, presentations, guest speakers, and other theoretical and applied teaching methods. The teaching method used in a class is a choice of the individual lecturer and is chosen to best suited for the learning objectives of that particular course.

4. At what point in an individual's career does it make sense to consider an CMBA?

It depends on the individual and the situation with regards to the timing to pursue an MBA. By directly going for CMBA after an undergraduate degree, the CMBA has the possibility to open up opportunities along the career path of the individual. Furthermore, if the individuals intend to pursue the MBA degree at a later stage, there is a possibility that this plan is put on hold as there could be many barriers to pursue the CMBA such as family commitment, financial problems or lost of job. However, pursuing the CMBA at a later stage may allow the potential candidate to gain work experience to specialise in the area of specialisation in CMBA programme. A work experience can assist the potential candidates to assess whether there is a need for an CMBA degree to bolster their career to a higher level or achieve it with their current degree.

5. How long is the duration of study for the CMBA?

The UNIMAS CMBA programme normally takes between one and half to two years to complete.

Overview of CMBA

The CMBA is a master programme by course work over a minimum duration of 18 months, which is an equivalent study of over 5 semesters. The programme is structured into three modules, each defining a specific functional area of study. The modules are divided into Core, Electives and Research.

FREQUENTLY ASKED QUESTIONS

1. How is an CMBA different from an undergraduate business degree?

In undergraduate degree, the courses focus on the basic fundamentals of the business disciplines, such as Principles of Management, Principles of Marketing etc. The courses in MBA however, focus on the applications of these disciplines and through the use of case studies.

PAST EVENTS at CMBA

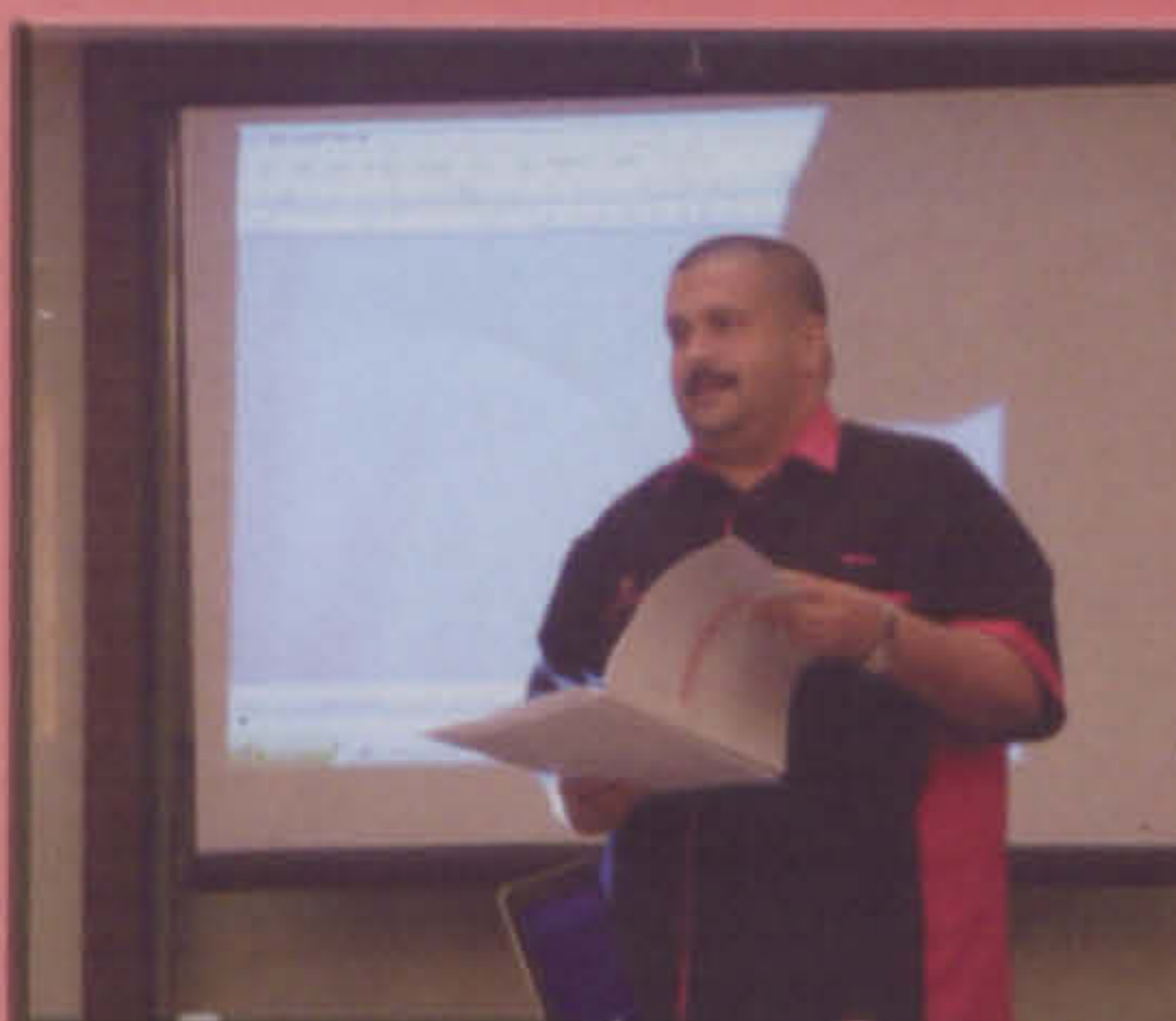
CMBA Curriculum Review
(2nd – 3rd November 2010)



Some of the audience during the preview



Dean, Faculty of Economics & Business, Prof Dr Shazali Abu Mansor addressing the audience at the review



Deputy Dean, Centre of Graduate Studies, Associate Prof Dr Ernest Cyril De Run



Deputy Dean (P & R), Dr Mohamad Jais looks on while En Michael Tinggi stressing a point



14th UNIMAS Convocation - 1st Session



SLUSE-M Master Programme

Dr Wong Swee Kiong,
SLUSE-M Master Programme Coordinator (FSS)

What is SLUSE-M Master Programme?

SLUSE-M is the abbreviation of Sustainable Land Use and Natural Resource Management in Malaysia. SLUSE-M Master Programme is an international academic programme offered at participating universities in Denmark, Thailand, South Africa and Malaysia (UNIMAS).

In Malaysia, UNIMAS (Universiti Malaysia Sarawak) is the only university currently still offering this programme. The programme shall lead to the award of either a Master of Environmental Management (Development Planning) or Master of Environmental Science (Land Use and Water Resource Management) in UNIMAS.

Why is SLUSE-M Master Programme so special?

SLUSE-M Master Programme is an interdisciplinary master programme incorporating a range of disciplines including agronomy, forestry, soil science, anthropology, natural resource and environmental economics, engineering, geography and development economics. In addition, students who have enrolled into the programme would also be taught about Remote sensing data, Geographical Information System and preparation of an Environmental Impact Assessment (EIA) report.

By enrolling oneself into the programme, one would not just be exposed to the solid theoretical foundation and practical skills in the classroom or/and in the computer and science laboratory, but most importantly students would have the opportunity to experience themselves the natural environment such as to study in the jungle or village settings as well. The students would also have the chance to interact directly with the local community as well as having cross-cultural exposure with the international students. This makes the whole learning process more interesting and rewarding.



An interview session with the village headman by the students during the Joint Field Course period

The Joint Field Course also provides an avenue for intercultural exposure and academic discourse between international and Malaysian students. Every year, a group of SLUSE-D (Denmark) students would come to Malaysia to have the Joint Field Course with Malaysian SLUSE (SLUSE-M) students. During the Joint Field Course period, students would stay in the selected villages to learn about the livelihood strategies of the villagers, soil and water quality of the village, stock of animals in the village and to explore on future development prospect of the selected villages. This hard-earned experience designed in the programme would definitely be an added advantage for career enhancement for the participating students.



A dialogue session together with the local community heads attend by the YB for the students to present their major findings at the end of the joint Field Course

Listed in the following some of the strengths identified which have made the SLUSE-M Programme in UNIMAS so special and worthwhile for you to invest in your time and financial resources to get a degree from. Of course, this list is not exhaustive.

- It is an interdisciplinary programme which would train you as well-rounded as possible;
- It is one of the master programmes in UNIMAS with the greatest number of professors from the widest range of expertise involved in teaching;
- Students in the programme are given cross-cultural exposure (through interactions and staying together with students from Denmark universities and the villagers in Malaysia);
- Students are brought to the field to have hands-on training on vegetation sampling, soil sampling, water sampling, animal sampling tests;
- Students are exposed to the experience to stay together with the local community to understand their cultures, lifestyles, etc.;
- Students are able to earn a master degree without sacrificing their work experience as the classes are conducted during weekends



A dialogue session together with the local community heads to present the major findings by the students at the end of the Joint Field Course

What's your next step then?

Dear friends, have you made up your mind to take up any master programme in UNIMAS? Do you have any intention or determination to add value to yourself to enhance your critical thinking and analytical skills as well as to enhance your career potentials? SLUSE-M Master Programme is one of the best options for you to meet your goal. Many SLUSE-M alumni and even organizations which had sent their staff to further their studies in the SLUSE-M Programme had indicated that it is a very good programme. A lot of them had mentioned to us that they had benefited greatly from the programme.

Of course, it is not easy to get a master degree while you are working full-time. In the process of getting the master degree, there are some struggles and trade-offs that need to be made. Sometimes you are stressed to meet the dateline to submit your assignments, etc. But, as you struggle your way to accomplish the dream to earn a SLUSE-M master degree by sacrificing your weekends for one-and-a-half year and by undergoing probably some sacrifices in the process of getting the master degree, everything will be paid off when you ultimately could share the tears of happiness together with your love ones during your graduation day. Isn't it a very rewarding investment!



Dancing together with the locals at the well-coming session during the Joint Field Course period



Football match with the villagers during the Joint Field Course period



Students are taught how to carry out soil sampling test by Dr Mohd Effendi Wasli



resource person demonstrates to the students on how to use GPS



Students experienced the proces of harvesting paddy during the Joint Field Course Period



The lab assistant demonstrates on how to read from the turbidity meter after taking the water sample



Students experienced the proces of harvesting paddy during the Joint Field Course Period



Students are brought to the field to study and guided by an experienced resource person



Interesting learning activities outside classroom setting guided by a very experienced professor and a senior lab assistant



Students are invited to the Rice Harvesting Festival Celebration during the Joint Field Course Period



Students were carrying out water sample tests at the temporary lab during the Joint Field Course period

Master of Environmental Science and Master of Environmental Management

Joint Field Course 2011 in Tebedu, Serian

Dr Mohd Effendi Wasli
SLUSE-M Master Programme Coordinator (FSTS)



SLUSE Master Programme is a coursework programme offered by Faculty of Resource Science and Technology, and Faculty of Social Sciences, Universiti Malaysia Sarawak (UNIMAS) that shall lead to either Master of Environmental Science or Master of Environmental Management master degree. The programme is in its 10th year since its commencement in the year 2000. The programme is implemented based on the model of SLUSE program initiated by Danish Consortium of Universities, University of Copenhagen and Roskilde University.

One of the highlight of the UNIMAS SLUSE programme is the joint field course participated by Malaysian students and SLUSE students from Denmark at selected villages in Sarawak. In 2011, the joint field course was held from 26 February to 8 March at four Bidayuh villages in Tebedu, Serian District, namely, Kg Tema Mawang, Kg. Kujang Sain, Kg. Tepoi and Kg. Sejijak Mawang. Eight students from SLUSE-M UNIMAS and 23 students from SLUSE-D of Denmark had participated in this field course. After nearly two hours of journey from Kuching, all students arrived at the assigned villages at Tebedu. Students are welcomed by the villagers with traditional dances performance and local cuisine. Students were hosted at the community hall or village houses arranged by the villagers.

With the assistance of local interpreter and villagers, the students carried out their research activities at the villages. They carried out community mapping, transect walk, PAR (Participatory Action Research), Participatory Rural Appraisal (PRA), questionnaire and interview with the villagers during the 11 days' stay in the village. They also collected water samples from the water reservoir and several other locations in the villages to determine the quality of the water surrounding each village. Soil sampling at the surrounding cash crops and forests areas, vegetation and animal survey at the surrounding forest were also conducted by the students to answer some of the research questions in their study.

After nine days of round the clock activities at the four villages, the students presented their research findings at Tebedu Community Hall. The event was also attended by the District Officer of Serian, Mr Sinde Muling, State Assistant Officer (Tebedu sub-district), Mr Bai Uding, Penghulu and headmen from the four villages where the students carried out the fieldwork. The research findings were well received by the community's leaders. They expressed their sincere thanks to the students for valuable feedback and hope that the students will revisit the villages in the very near future. The participants also involved in an open forum organized by the Serian District Office and supported by the Department of Education in Serian District. The students and the community's leader in Tebedu district, including Tebedu State Assemblyman, YB Datuk Michael Manyin had discussed fruitfully the future prospects of the community at Tebedu in relation to their awareness and initiative to conserve and manage the environment sustainably.

Students' activities during the field work at Tebedu





Students' activities during the field work at Tebedu



Students' presentation & Dialogue session

Applied Energy Studies at UNIMAS

Graduate Studies by Research

Assoc. Prof. Dr. Hj. Mohammad Omar Abdullah
Department of Chemical Engineering & Energy Sustainability
Faculty of Engineering

Our objective is to provide quality and up-to-date Master (by research) /PhD Degree (by research) that will prepare our prospect post-graduates to stand out from the crowd and have cross-functional knowledge across various fields of applied energy. We are committed ourselves the most relevant and cutting-edge relevant to the demands of the industry and scientific communities. Interestingly, all of the PG students graduated in this field have found employments in well-known industries and institutions! The notable areas and example of publications/outputs are given in the following list:

Air conditioning study:

- a- Automobile adsorption air-conditioning system study.
- b- Absorption air-conditioning system

Energy storage and Corrosion cracking study of industrial ammonia tanks.

Hybrid energy study:

Banana/Yam/Tapioca/Tabaloi machine design, process and energy applications

Some related publications:

M. O. Abdullah, J. Zen and M. Yusof, 2011, On the Stress Corrosion Cracking, Crack Growth Prediction and Risk-based inspection of Industrial Refrigerated Ammonia Tanks, Corrosion, National Association of Corrosion Engineers (NACE) International, Houston, USA.

S.L. Leo and M.O. Abdullah. 2010, Experimental Study of an Automobile Exhaust Heat-driven Adsorption Air-conditioning Laboratory Prototype by using Palm Activated Carbon-Methanol, HVAC&R Research, Special Edition-Volume 16 No. 2, Mac 2010. American Society of Heat, Refrigerating and Air-conditioning Engineers

Mohammad Omar Abdullah, Ivy Ai Wei Tan and Leo Sing Lim. Automobile adsorption air-conditioning system using oil palm biomass-based activated carbon: A review. Renewable and Sustainable Energy Reviews, 2011; Volume 15, Issue 4, May 2011, Pages 2061-2072 Available online 23 Feb 2011.

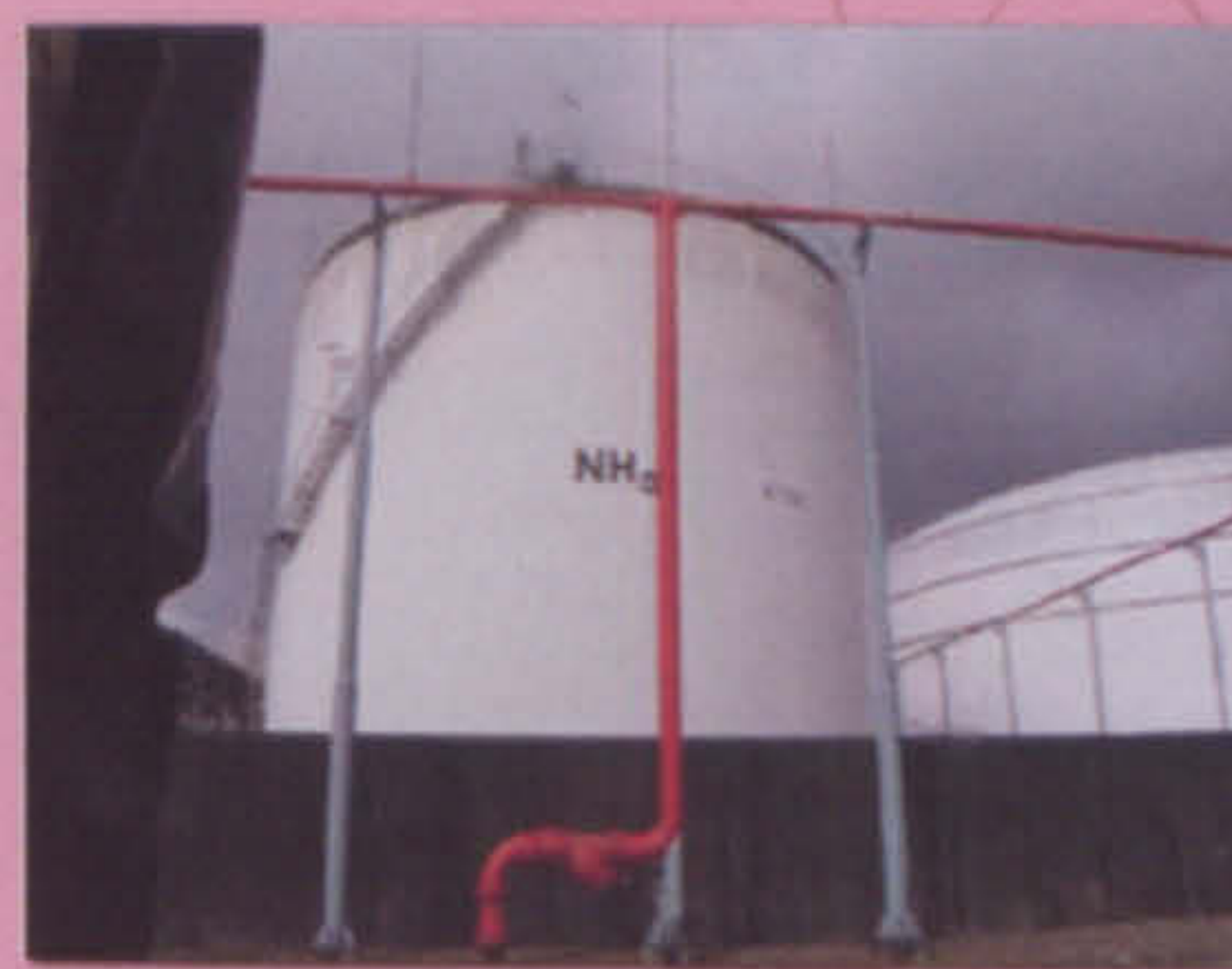
M. O. Abdullah , V. C. Yung , M. Anyi , A.K. Othman, K.B. Ab. Hamid, J. Tarawe. 2009. Review and Comparison Study of Hybrid Diesel/Solar/Hydro/Fuel cell Energy schemes for a Rural ICT Telecenter, Energy 35 (2010) 639–646

M.O. Abdullah and Y.K. Gan. Feasibility study of a mini fuel cell to detect interference from a cellular phone. Journal of Power Sources. 155 (2006) 311-318.

Mohammad Omar Abdullah and Leo Sing Lim, 2007, Heat Driven Adsorption Air-Conditioning System for Automobile. Malaysian Patent Application No. PI20081641, Grant No. MY-143033-A (Granted on 14 Feb 2011).

Need more information? Please see also:

<http://www.arpapress.com/ijrras/Volume7Issue4.aspx>
(other few example of the published papers in the special edition of International Journal of research and reviews in Applied Sciences, some contribution from our PG students works in the area of applied energy).





Taking postgraduate students through thesis examination

Dr Ting Su Hie
Centre for Language Studies

The final leg of the marathon in postgraduate supervision is taking students through the thesis examination. Postgraduate students often wonder why supervisors get so impossible at this stage as they are already working to the tilt. There is a reason and let me share my experiences and concern on why the Dr Jekyll can turn into a Mr Hyde so that postgraduate students and the university are better able to work with the supervisors towards a common goal.

Some seasoned supervisors might have become so accustomed to the ups and downs of thesis submission that this is no longer a talking point. I am new to this, having had only one masters student who graduated recently, one about to graduate and another two who will submit their thesis. Hence, my experiences of the final stage of the supervision process are fresh and vivid.

In fact, preparing students for thesis submission begins as soon as the student enrolls as a postgraduate student. The research topic needs to be research-worthy and the breadth and depth of the study needs to be sufficient for the award of either a Masters or Ph.D degree by full-time research. Moreover, the research area needs to be within the interest and capability of the student to sustain them for two to three years or more. Throughout the supervision, the student needs to be prodded along, yet cheered on, to complete the race. Too much of either is disastrous as a student given only criticism end up demoralised and one fed with only praises turn complacent and slow down in their progress.

However, the prodding and cheering take on crucial dimensions as the time for thesis submission approaches. The thesis has to be whipped into shape in order for it to stand a good chance of being accepted with minor or major revisions. Often the writing is atrocious and there is only tweaking of drafts instead of dramatic improvements. Sections of a thesis or sometimes even paragraphs in a section do not hang together coherently. For some, the writing problems can be attributed to language proficiency but the fault often lies deeper. The student's knowledge of the subject matter is too shallow. If they do not understand the theoretical aspects of what they are studying, how can they construct a coherent explanation of their study in the thesis? Many seem to be stuck in a research assistant mode, meaning that they are capable of processing the data at a superficial level but are unable to interpret the data in the light of existing knowledge in the field. It takes all the skill, patience and diligence of the supervisor at this stage to push the students towards producing a thesis of acceptable quality without stepping in to do the thinking and writing for the student – which saves time, no doubt. Finally the supervisor takes the plunge and takes a calculated risk by allowing the student to submit the thesis.

For me, besides the routine supervision, I also prepare students for thesis submission by ensuring that they publish from their data. Halfway through their candidature, I guide them in writing a paper but I do what is necessary to bring it up to a journal paper standard so that the paper would not be rejected outright. While this may take some time away from work on the thesis per se, the value of the feedback from independent reviewers, preferably in the international arena, is immeasurable. Negative feedback helps to improve the thesis and revision of the paper for a new submission. Positive news ascertains the quality of the student's research. Publications from the thesis, in most cases not withstanding unusual circumstances, are taken as affirmation of the value of the research and would help a student when the thesis is finally examined because it is not merely self-praise by the supervisor.

Besides the intellectual role of guiding students through the research, the supervisor also has to deal with the procedures of thesis submission. It is at this time that faculty and university red tape on notification of thesis submission, examiner appointment, thesis submission, viva and submission of revised thesis looms large as obstacles which delay the whole process. The postgraduate office and faculty management may get frustrated with supervisors who keep harassing them.

The supervisor's side of the story needs to be heard. Supervisors cannot ignore the clock that is ticking on the student's life which is suspended as long as the degree is not in hand. Many students do not have the luxury of time as they need to earn a living to feed their family and others are waiting for the degree to be over so that they can get a job or get married. Trivial as this may seem, the students have a life outside of their thesis. In this day and age when student satisfaction with the educational institution is paramount to attracting future students, their wish for a thesis submission process without hiccups cannot be brushed aside. The pull factor is not just a speedy entry into the postgraduate degree but also a speedy exit with a degree that is acclaimed.

Although my research learning experience during my Ph.D was grueling, I was fortunate to have a good experience where administrative procedures were concerned. I remember smiling all the way as I was travelling in the bus to the University of Queensland Thesis Office to hand in the thesis, and everything went on smoothly hence forth. I also recall the hours of anxiety I felt four

MUSHROOMS : GOOD, BAD AND UGLY



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Sole coloniser set to do the job??

Further, benefits of mushrooms come from their impressive roles in the environment. This goes well beyond the two – culinary and medicinal applications. Mushrooms in particular play a major role in the biogeochemical cycles returning to the environment minerals locked during photosynthesis by plants. Mushrooms are creative and now we tap them in a myriad of industrial and environmental applications. Green chemicals for clean technologies, bioremediation of toxic and hazardous wastes and the much hyped waste to wealth (W2W) initiatives are now possible.

The diversity to be tapped for these applications is yet an unexploited gene pool. Tapping the wild resources and domestication of temperate mushroom is an on-going research in many countries with China leading the way. Of the estimated 1.5 million fungi, only less than 10% has been documented. In Malaysia studies are few.

At the Mushroom Research Centre (MRC) of Universiti Malaya, one of our thrust areas is the acquisition of wild mushrooms for biotechnology. The MRC is a physical and virtual centre which brings together considerable existing capacity and resources within the University of Malaya. The centre brings researchers involved in fundamental and applied research related to mushroom. The center's main aim is to enable researchers to better coordinate inter-disciplinary collaboration in the pursuit of sustainable research excellence. The immediate goal of the centre is to be in the forefront of research in mushroom biology and science through the consolidation of the recognized strength of the principal researchers in this niche area via sustainable exploitation of fungal biodiversity and agricultural resources as substrates for commercial mushroom industry. The whole spectrum of mushroom biology and biotechnology are investigated at MRC. The findings are being published in reputable journals and will help translate into a vibrant mushroom –based industry and create wealth for the nation.



New mushroom for us to enjoy: Panus giganteus



Domesticate / Tame Wild Mushrooms – our national treasures : Tiger milk mushroom and Cordyceps sp



A bouquet of mushrooms?

Mushrooms have always fascinated humans from time immemorial – some love them for the taste while others shun or even fear them. The known macrofungal diversity is estimated to be 15,000 and of this 2000 are known to have either culinary value while 900 are known to have medicinal value. Gourmet mushrooms and mushrooms that heal and prevent or reduce incidences of life threatening diseases are being rigorously and extensively researched in many laboratories in the world. An old Chinese saying is that 'Food and Medicine' have a common origin. This is very true of mushrooms as more scientific research are undertaken to validate traditional knowledge of their potential to contribute towards wellness of humankind. A mushroom a day may keep the doctor away.

Mushrooms are macrofungi with distinctive fruiting bodies – above or below ground and are large enough to be seen with naked eye / picked by hand. They appear suddenly - their multiplicity of shapes, colors and gastronomic effects - ranging from aphrodisiac to poisonous - have bewildered humankind for centuries. The ingestion of the rogues can cause anything from a mild discomfort to death. Know your mushroom before you put them on the table.

The culinary mushrooms can be excellent components in our daily diet because the fruiting bodies are rich in proteins, fibers, carbohydrates, vitamins and minerals. While at the same time these are low in the calories and fat including cholesterol. Recently, mushrooms are sought out and investigated for their many ethnomycological claims of medicinal value. The mushrooms are being developed as nutraceuticals or nutriceuticals to garner the essence of mushrooms and to make consumption easy. Further, scientific validation of traditional knowledge bears evidence of the many positive effects of consuming mushrooms fresh or processed on the general human health.

Why are we not getting enough PhD students?

Assoc. Prof. Dr. Edmund U.H. Sim



With the Ministry of Higher Education (MoHE) breathing down the necks on all higher education providers to produce more PhD graduates, many universities are now shifting to high gear on getting more people (locally and abroad) to register for PhD studies. The pressure has never been greater on think tanks of public and private universities to make their institutions attractive targets for enthusiasts of PhD studies. With aids (mostly financial) from MoHE, there are public universities that have been able to implement appealing programmes and have started to get more PhD students than they are used to. However, this is only true in research universities. Comprehensive universities still find it very challenging to meet expected targets on PhD enrolment. Achieving the targeted number of PhD graduates by 2020 cannot be possible when we rely only on the few research universities.

When I was pursuing a doctorate degree in Australia, the department where I did my research work had over a hundred PhD students. A faculty that has several departments would easily have over a thousand PhD students. This was in the mid 90s. In Malaysia today, most university faculties may not even be able to match these numbers. In fact, any one university here may not even have more than a thousand PhD students. Why are PhD studies in the more advanced countries more attractive than those here? What do they have that we don't? More essentially, what is it that we can learn from them in this matter?

For years, postgraduate studies (especially PhDs) in Malaysian universities are bonus achievements and "side dishes" rather than core achievements or entrée. The main meal has always been to produce bachelor degree graduates. So, in order to act against this traditional agenda, major adjustments would have to be made in order for local universities to up the ante on postgraduate productions. For a start, drastic changes have to be incorporated into postgraduate policies in order to significantly improve intake/enrolment regulations. For instance, direct enrolment of first and second upper class honours students into PhD programme was an anomaly until recently. This was already in place in most UK, Australian and New Zealand universities a few decades ago.

Until recently, a person intending to pursue PhD in any Malaysian university would have to first undergo and complete a Masters degree. This usually takes between 2 and 3 years. Then, he/she would have to take a subsequent 3 to 4 years to complete a PhD study. In total, the journey would have cost the person between 5 to 7 years – 5 years being the rarity and 7 years being the norm. This is provided that he/she enrolls for PhD immediately after securing a Masters degree, and that the trip throughout the postgraduate pursuit is one of smooth sailing. Could Malaysian universities adopt important changes in their policy on this? Can it be the norm over here for better qualified bachelor degree graduates to enrol directly for PhD rather than through the intermediary of the Masters qualification? In fact, this has already been done in the research universities. The next step would be for all other universities to follow suit.

Other than the opinions above, contemporary public perceptions of PhD degrees have to be blamed for the difficulty in improving PhD enrolments in local universities. At the moment, the general public perceive doctorate studies as only a noble pursuit by the academic elite. It is often deemed as an enterprise of little to no apparent economic usefulness. Industries do not feel that they require workforce of such high academic calibre. Employers would rather pay less to someone of lower qualification (but make him/her work like one who has a PhD) than to actually hire a PhD graduate. Fiscal consideration outweighs academic appreciation. No money to pay someone who is over-qualified has become a too common cliché nowadays. Naturally, most PhD graduates may find it difficult to get jobs if they use their highest qualification in their applications. When a PhD degree is meaningless or redundant in job applications, why would anyone risk wasting years of hardship to secure a PhD degree? Will employers and industries in this country ever appreciate the importance of academic credence and make revolutionary decisions in employing more PhD graduates into their workforce?

In this country, most people would match doctorate pursuits against job requirement and financial gain rather than the quest of learning. Very few people would perceive PhD degrees as a necessary path in the process of knowledge exploration and acquisition. In universities, lecturers without PhD often think that getting a PhD is only useful for academic promotion, and nothing else. To them, the qualification has little to do with academic enlightenment. If they can be promoted to professor without having a PhD, many academics would not consider taking the difficult journey of completing a doctorate degree. The mindset that PhD pursuits should be taken irrespective of career advancement or financial gain is clearly not happening in our community. Hence, the desire to do a PhD study out of a passion for higher learning is a rarity. Only the very special few would pursue it purely for the reasons of research and knowledge – a sort of hardcore academic addicts. Who then, would be interested to do PhD in this country? How then, can universities convince the general public to enrol for PhD studies, when societal mindset is fixed on job securities and monetary gain? Are major shifts in the thinking culture of society necessary in order for PhD studies to be attractive in Malaysian universities? In actual fact, there is an answer to this.

Malaysia is a country where political influences are finely interwoven into every social and economic fabric of the society. For a government to set high targets on production of PhD degree holders there must be a strong political will to ascertain the achievement of such goals. It is not enough just to mandate universities on policy change. If the demand for PhD graduates is not there, the supply chain would be in jeopardy. Universities and research institutions cannot be the only agencies that employ those who have PhD qualifications. Therefore, political pressures must be applied on the industrial and commercial sectors in order for them to appreciate a workforce of high academic calibre. These sectors must also be obligated to establish research and innovation divisions rather than only emphasizing manufacturing and marketing. When the demand is created, universities will no longer fret over the lack of interested candidates for PhD studies. As obvious as it is also neglected, this is the solution to ensure a sufficient number of PhD degree holders, hence, highly qualified and high income workers, will be evident by the end of this decade for this nation. The PhD agenda must be urgently relevant to the community at large before it can be zealously purveyed by higher education providers of this country.

A JOURNEY INTO THE HEART OF LIMBANG, SARAWAK COMMUNITY BASED RESEARCH FOR MASTER OF PUBLIC HEALTH

Dr Teh Jo Hun, M.D.

Faculty Of Medicine And Health Sciences



Going upriver by longboat. Hoping that it doesn't rain!

The sun rising over the hilltops as I ride in a long boat speeding upriver, with not a soul in sight but the occasional sounds of the morning fauna and flora, as I make my way to a long house deep in the interior of Limbang, brings back fond memories. I had travelled this way serving as a medical officer in the health department of Limbang for 5 years until 2010 when I took up the Master of Public Health programme at UNIMAS. Going into the interiors, meeting old patients and friends, who welcomed me warmly, made a difficult journey, a pleasant one.

Limbang is located in the northern part of Sarawak, and it is sandwiched between Brunei and Sabah. Limbang Division consists of two districts of Limbang and Lawas, and its main towns are located in along its coastal line, while it's sparsely populated interior highlands and primary rainforests are without tar-sealed roads and modern infrastructure. The interiors of Limbang and Lawas are mountainous, with thick primary and secondary rainforest and it borders the national parks of Mulu and Palong Tau. The highest mountain in Sarawak, Mount Murud, is found in the Limbang highlands of. The interiors of Limbang district are populated mainly by the Iban and in Lawas district, the Lun Bawang.

Although there are tar sealed roads to many of the long houses today, there are still areas that are only accessible by four wheel drive vehicles through logging roads and those by the longboat. The longboat is a type of wooden boat used in the many small rivers in Sarawak by its indigenous peoples as a form of transport. Over a three week period, I made frequent journeys by longboat and four-wheel drive vehicle into the interiors of Limbang to reach some of the villages selected for a cross sectional study as part of the Master of Public Health programme. The objective of this study was to assess the prevalence and risk factors associated with falls among older persons.

Going upriver is an experience similar to white-water rafting, where one has to go through rapids that could founder the boat or ground it on river rocks. One thing that one learns from travelling by boat is to be prepared to get wet, either from the river or from the rain. Rainfall provided a welcome relief from the sun but it means being wet unless one has the foresight to prepare a raincoat or umbrella. Even if there is no rain, one could get wet from water splashing into the boat or from small leaks in the boat. Experience will teach you to pack your clothes, camera, wallet and mobile phone in water-tight plastic bags to keep them dry. Experience will also teach you not wear light coloured pants and dark-coloured undergarments, because sitting in a wet boat will make for some hilarious and embarrassing moments due to translucent wet bottoms!

In the old days, a warm welcome would be made for any guests and this includes celebratory dinners, traditional dances like the "ngajat", and a tour of the long-house. These days, most houses or "bilik" in the long house are empty, as many of its occupants are working in town, cities or are away in their farm huts. Most of those who remain are the elderly and the very young, being left behind by their working parents to be minded by the child's grandparent. It is this very situation that gave rise to need for the study. Older persons have a higher risk for falls which could result in serious injuries and adverse health. Due to the many older persons being left behind in rural villages, factors affecting health among older persons are an important public health problem.

Most of the elderly staying behind in the long houses and villages are healthy and active. They still tend to farming, with a strong belief that hard work would keep them healthy and worry that if they do not farm their land, others may take away their ancestral farm land. I have often wondered why children living in the comfort of the towns didn't bring their parents or grandparents in the villages to live with them. Having visited the long houses and villages in the rural areas, I can begin to understand why those parents refuse to stay in the towns with their children. To them, being in the town is unhealthy, with its polluted air, crime, traffic and concrete jungle. Their farms and villages which offer open spaces, fresh air, plenty of land for farming and a sense of community are superior in their minds. In many respects, I understand that it may be claustrophobic for them living in a small fenced terrace house or apartment in the city. To them, the village or long house that they been staying for all their lives is their home, their heart and soul.

The time spent interviewing and surveying the people living in these areas was a good experience for me. They shared with me not only what I required but also their concerns and fears for the future and their farmlands, their jungle and their once-clean rivers. They shared with me what it was once like; clean and clear pristine rivers, teeming with fish, and wild boar and birds can be easily caught in the their undisturbed jungles. This is the price of development and such is the price of progress.

With that in mind, I left Limbang and journeyed back to Kuching. What I have experienced while collecting data for my study is something that may disappear in the near future, and the coming generations may not get to see the interiors of Limbang the way I saw it. I can only appreciate it more now that I have had the opportunity to travel and meet the people in the interiors of Limbang Division. One day, these memories will be all that remain of the hardships of rural life, the beauty of nature and the experience of riding in long boats. Lastly, this journey would not have been possible without the assistance and support of the Divisional Health Office of Limbang, to which I would like to express my sincerest gratitude.



Photo showing the writer interviewing an older person in the "ruai" or community area of the long house.

CGS'S EVENTS

CGS Retreat 22-23 Jan 2011 - Damai Beach Resort



Dean Council of Graduate Schools Meeting - Group 2
25-27 February 2011-Riverside Majestic Hotel, Kuching



Border shopping at Serikin...a very important itinerary



SNAPSHOTS

CGS ACTIVITIES 2011



International Nite 2011 11 March 2011 - UNIMAS Hall, East Campus



CGS Moving Activities 08 - 11 Februari 2011 (moving from West to East Campus)

BiE Education Tour Roadshow 2011

7 - 9 March 2011 - New World Suites, Bintulu & Imperial Palace Hotel, Miri



Miri May Fest Carnival 2011 30 April - 01 & 02 May 2011 - Merdeka Shopping Mall, Miri



CGS'S PROMOTIONAL ACTIVITIES

14th Post Graduate Education Fair (PGEF) 2011

15 - 17 April 2011 - MVEC, Kuala Lumpur



Postgradualive 2011 Fair

21 - 22 May 2011 - Kuala Lumpur Convention Centre (KLCC)



CGS'S Visitors

Universiti Pendidikan Sultan Idris 18 April 2011



CGS'S Visit



Sarawak National Audit Department
17 June 2011

Universiti Malaysia Sabah 18 Mei 2011

Welcoming New Staffs

Pusat Khidmat Maklumat Akademik
UNIVERSITI MALAYSIA SARAWAK

The management of CGS would like to take this opportunity to welcome the following staff:



Dyg Mazina Awg Batu
Assistant Registrar
03 May 2011



Nursuzila Daud
Assistant Administration
03 May 2011



Kasnawati Kanchil
Assistant Accountant
01 April 2011



Ritche Diman
Computer Technician
01 April 2011

Farewell

Thank you to the following staff who have left CGS, for their contributions and services given while at CGS & wish them the best in their career & future endeavors



Misut
Assistant Admin
Joined 1



Air Sidi
Technician
FCSIT



Haliah Taip
Assistant Accountant
Joined FE



Siti Nur Diyana Kamaruzaman
Assistant Administration
Joined FMHS



Com



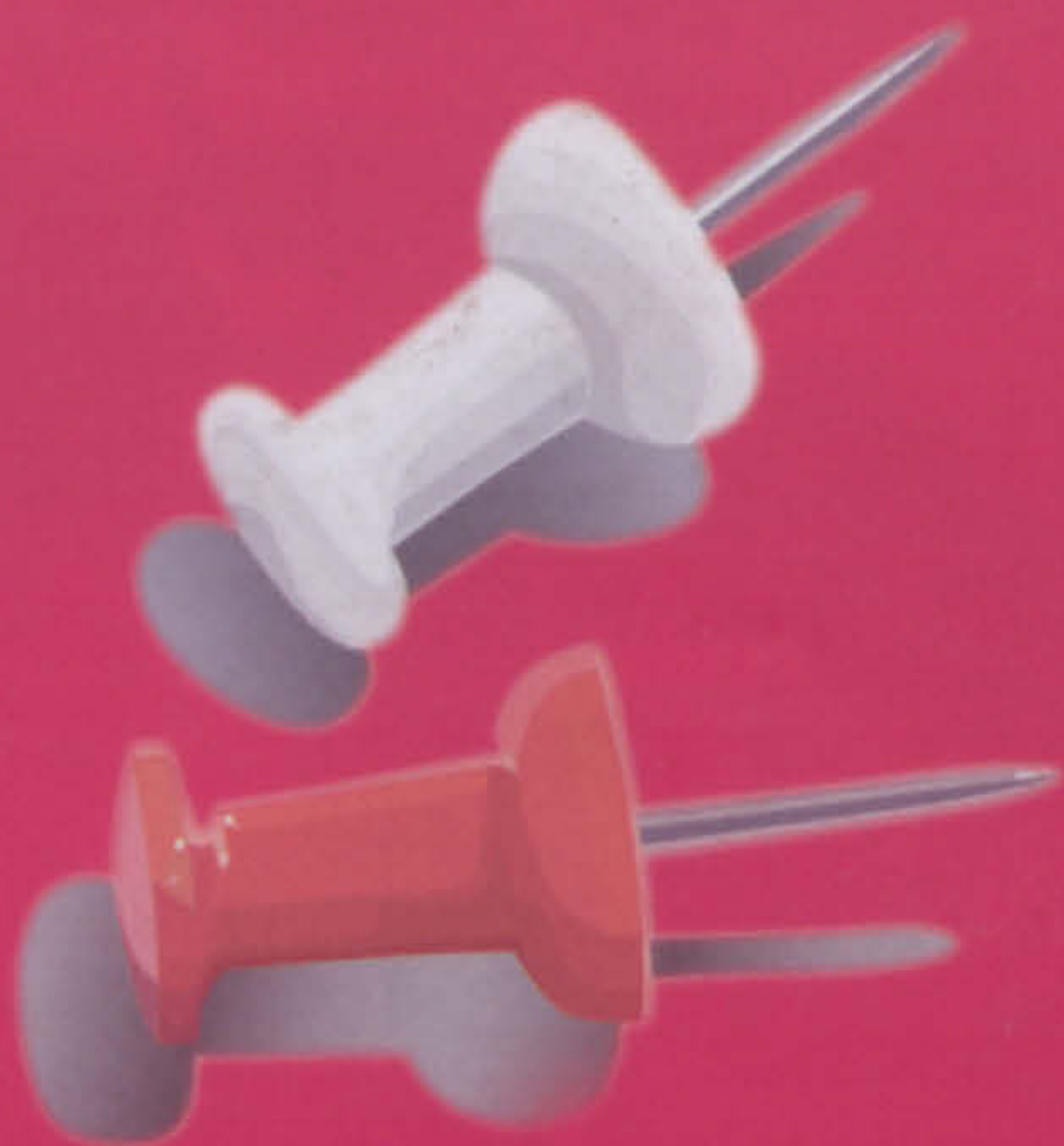
Winnie Vincent for her
New Baby!

Nursuzila Daud for her
Wedding Day!





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